



**ISI** Independent  
Schools  
Inspectorate

**British Schools Overseas**

**Inspection Report**

**St Paul's School**

**February 2019**



## Contents

<b>School's Details</b>	<b>3</b>
<b>1. Background Information</b>	<b>4</b>
About the school	4
What the school seeks to do	4
About the pupils	4
<b>2. Inspection of Standards for British Schools Overseas</b>	<b>5</b>
Preface	5
Key findings	5
Part 1 – Quality of education provided	5
Part 2 – Spiritual, moral, social and cultural development of pupils	6
Part 3 – Welfare, health and safety of pupils	6
Part 4 – Suitability of staff, supply staff, and proprietors	6
5 – Premises of and accommodation at schools	6
Part 6 – Provision of information	7
Part 7 – Manner in which complaints are handled	7
Part 8 – Quality of leadership in and management of schools	7
<b>3. Inspection of Educational Quality</b>	<b>8</b>
Preface	8
Key findings	9
Recommendations	9
The quality of the pupils' learning and achievements	9
The quality of the pupils' personal development	12
<b>4. Inspection Evidence</b>	<b>14</b>

## School's Details

<b>School</b>	St Paul's School			
<b>Address</b>	Rua Juquia 166 01440-903- Jardim Paulistano São Paulo-SP Brazil			
<b>Telephone number</b>	0055 11 3087 3399			
<b>Email address</b>	office@stpauls.br			
<b>Head</b>	Ms Louise Simpson			
<b>Chair of board</b>	Mr Anthony Jezzi			
<b>Age range</b>	3 to 18			
<b>Number of pupils on roll</b>	1134			
	<b>Boys</b>	557	<b>Girls</b>	577
	<b>Under-5s</b>	163	<b>Juniors</b>	471
	<b>Seniors</b>	365	<b>Sixth Form</b>	135
<b>Inspection dates</b>	26 February to 1 March 2019			

## 1. Background Information

### About the school

- 1.1 St Paul's School is co-educational day school for pupils aged 3 to 18, situated in colonial buildings on an urban site in the Jardins area of São Paulo. The school was formally opened in 1926. St Paul's was recognised as a school offering an official Brazilian education in 1983. Study of the *ensino medio* (Brazilian high school certificate) necessary to enter a Brazilian university is now integrated into the curriculum alongside IGCSE and IB qualifications. The school is divided into pre-prep, prep and senior schools. The head is advised by a Brazilian Director appointed by the Brazilian education ministry.
- 1.2 The school is legally constituted as the *Fundação Anglo-Brasileira de Educação e Cultura* (FABEC) which is a non-profit making foundation approved by the educational authorities of the State of São Paulo. The board of governors is appointed by trustees of the British Society, and tends to include Old Pauleans, parents of current or former pupils, a representative of the British Society, ex-officio members and Her Majesty's Consul-General in São Paulo. The Honorary President of the Board is Her Majesty's Ambassador to Brazil.
- 1.3 Since the previous inspection a new chair of the board and new heads of both pre-prep and prep schools have been appointed; a learning resources centre and a new academic centre have been opened, providing 12 science laboratories, a music centre with recording studio and a theatre foyer as an additional events space; and a digital learning strategy has been implemented.

### What the school seeks to do

- 1.4 The school seeks to nurture excellence, aiming to provide a high quality British and Brazilian holistic education for the academic and personal development of pupils, within a framework of a caring community which shares a common set of core values.

### About the pupils

- 1.5 Almost all pupils join the school at the age of three. Children are assessed for their readiness to learn in a full-day programme, their familiarity with English. Parents represent the successful business and professional communities of São Paulo, and many current pupils are connected to the school through older siblings or extended family connections. Plans are well advanced to finance the admission from September 2019 of pupils from the poorest areas of the city.
- 1.6 The ability of pupils on entry is above average. Almost all pupils become bilingual in English and Portuguese during their time in the school; in the senior school 36 pupils are given extra support with their English. The school has identified 120 pupils with special educational needs and/or disability (SEND), of whom 87 receive support from the school. The more able are encouraged to attend enrichment activities.

## 2. Inspection of Standards for British Schools Overseas

### Preface

The Independent Schools Inspectorate (ISI) is a body approved by the British Government for the purpose of inspecting independent schools in England and overseas.

Inspections for British schools overseas follow closely the framework and guidance for independent school inspection in England. ISI reports to the English Department for Education (DfE) on the extent to which schools meet the Standards for British Schools Overseas. It also takes account, where relevant, of compliance with any local requirements.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include: an exhaustive health and safety audit; an in-depth examination of the structural condition of the school, its services or other physical features; an investigation of the financial viability of the school or its accounting procedures; an in-depth investigation of the school's compliance with employment or company law; in-depth consideration of the extent to which the school meets the requirements of local law and custom.

**Headline judgements against the Standards for British Schools Overseas indicate that the Standards have been 'met' or 'not met' for accreditation.**

Accreditation as a British school overseas lasts for three years. The school's last inspection was in December 2015.

### Key findings

- 2.1 The school meets all the Standards for British Schools Overseas and no further action is required as a result of this inspection.

### Part 1 – Quality of education provided

#### 2.2 The Standards relating to the quality of education [paragraphs 1–4] are met.

- 2.3 The curriculum in the pre-prep, prep and and senior schools is well planned and takes account of the ages, aptitudes and need of pupils. It provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education; enables them to acquire speaking, listening, literacy and numeracy skills and a good understanding of English; provides personal, social, health and economic education, up-to-date careers guidance, and appropriate programmes of activities for all pupils. All pupils study Portuguese as a first or second language and topics relevant to the context of an English-speaking school in Brazil. The curriculum otherwise remains English based. It provides all pupils with the opportunity to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in British society.
- 2.4 Teaching is well planned. It shows a good understanding of the pupils and their needs; good subject knowledge and understanding; and appropriate use of resources and effective strategies for managing behaviour. It is successful in giving pupils the opportunity to acquire new knowledge and make good progress and it fosters self-motivation, application and interest. It does not undermine fundamental British values and does not discriminate against pupils because of their protected characteristics. There are frameworks throughout the school to assess pupils' performance by reference to the school's aims or British national norms, and assessment information is used to plan teaching so that pupils can progress.

- 2.5 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' learning and achievements and the contribution that the curriculum and teaching make to these outcomes.

## **Part 2 – Spiritual, moral, social and cultural development of pupils**

### **2.6 The Standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

2.7 The school promotes the fundamental British values of democracy, the rule of law, individual liberty, and respect and tolerance of those with different faiths and beliefs. It promotes principles which enable pupils to: develop self-knowledge, self-esteem and self-confidence; distinguish right from wrong; accept responsibility for their behaviour; contribute to the lives of others; and gain knowledge and respect for public institutions in England and for the responsibilities of Brazilian citizenship. Further, it encourages tolerance and harmony between different cultural traditions and promotes a balanced presentation of political issues and preclusion of partisan political views.

- 2.8 Section 3 of this report provides a more detailed evaluation of the quality of the pupils' personal development and the factors which contribute to their development.

## **Part 3 – Welfare, health and safety of pupils**

### **2.9 The Standards relating to welfare, health and safety [paragraphs 6–16] are met.**

2.10 Suitable arrangements are made to safeguard and promote the welfare of pupils at the school. These are in line with Brazilian law and have regard to relevant statutory guidance published in the UK. Strategies are implemented effectively to ensure that pupils of all ages are listened to and provided with early help. The particular vulnerability of those with SEND is recognised. Staff are aware of the code of conduct and the whistleblowing policy. Safeguarding is effectively managed, and communication between the school and external bodies promotes the well-being of pupils at risk or in danger of harm. Pupils have a secure awareness of how to keep safe on-line.

2.11 Good behaviour is promoted, and the system of rewards and sanctions is clearly understood and effective. Bullying is prevented as far as is reasonably practical. The school complies with the relevant health and safety laws and fire safety standards. Documentation in these areas is thorough and shows an effective overview of procedures. Pupils are properly supervised, and attendance and admissions procedures ensure that the school can find the whereabouts of pupils. Access to and from the site is rigorously monitored and recorded. The risk to pupils attached to any activity is appropriately assessed and recorded. First aid is administered in a timely manner.

## **Part 4 – Suitability of staff, supply staff, and proprietors**

### **2.12 The Standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

2.13 The suitability of persons appointed as members of staff is checked in line with both national requirements and guidance issued to schools in the UK. Appropriate checks are made on staff working as contractors, volunteers and others who have access to the site. Members of the board are checked to an appropriate level. A comprehensive and accurate register is maintained of the recruitment checks undertaken.

## **Part 5 – Premises of and accommodation at schools**

### **2.14 The Standards relating to the premises and accommodation [paragraphs 22–31] are met.**

2.15 Suitable toilet and washing facilities are provided, including those for disabled pupils. The medical centre provides accommodation to cater for the medical and therapy needs of all pupils. Premises and

accommodation are maintained to a standard so that the health, safety and welfare of pupils are ensured. The acoustic conditions and lighting are suitable: external lighting ensures that pupils can enter and leave the school premises safely. The provision of water for drinking and washing is suitable, and outdoor space both on and off the school site is provided for physical education and play.

## **Part 6 – Provision of information**

### **2.16 The Standards relating to the provision of information [paragraph 32] are met.**

2.17 The contact details for the school, the head, the chair of the board, and a statement of the school's ethos are provided for parents of pupils and prospective pupils on the school website. Policies and particulars of arrangements for admissions, misbehaviour and exclusions; provision for SEND and EAL; handling complaints; the curriculum; promoting good behaviour; preventing bullying; health and safety; and first aid are made available to parents of pupils and prospective pupils on the school website together with details of the school's academic performance. The school's policy on safeguarding pupils is published on the school website. The school provides an annual written report to parents of each pupil's progress and attainment.

## **Part 7 – Manner in which complaints are handled**

### **2.18 The Standards relating to the handling of complaints [paragraph 33] are met.**

2.19 The school's complaints procedure is available on the school website. It provides for concerns and complaints to be considered on an informal basis; for the establishment of a formal procedure for a complaint to be made in writing; for a hearing before a panel which includes an independent member and allows for parent to be accompanied; for the panel to make findings and recommendations and for a confidential record to be kept of findings.

## **Part 8 – Quality of leadership in and management of schools**

### **2.20 The Standards relating to leadership and management of the school [paragraph 34] are met.**

- 2.21 The leadership and management of the school, including the members of the governing board, demonstrate good skills and knowledge and fulfil their responsibilities so that the BSO Standards are met consistently. In both the school's day-to-day leadership and in the oversight of, and decisions made by, the governing board, the well-being of pupils is actively promoted.
- 2.22 Section 3 of this report provides a more detailed evaluation of the impact of leadership and management on the pupils' learning, achievement and personal development.

### 3. Inspection of Educational Quality

#### Preface

In addition to evaluating whether or not the school met all of the Standards for British schools overseas, this inspection evaluated the **quality** of the school's work, focusing on the two key outcomes for pupils:

- the quality of the pupils' learning and achievement;
- the quality of the pupils' personal development;

Headline judgements of educational quality include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'. In addition, the text identifies clearly the impact of the curriculum, teaching, pastoral care, leadership and management on outcomes for pupils.

As ISI inspections of British schools overseas are for the benefit of the pupils, inspections aim to:

- provide objective and reliable inspection reports which help schools to recognise and build on their strengths and to identify and remedy any weaknesses;
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain;
- help schools to improve the quality and effectiveness of pupils' education.

The report refers to year groups in accordance with the system most commonly used in England. Where the school's own names differ from those used in England, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>	<i>Brazilian system</i>
Pre-Prep 1	Nursery	Educação Infantil
Pre-Prep 2	Reception	Educação Infantil
Pre-Prep 3	Year 1	Educação Infantil
Prep 1	Year 2	1º ano do Ensino Fundamental
Prep 2	Year 3	2º ano do Ensino Fundamental
Prep 3	Year 4	3º ano do Ensino Fundamental
Prep 4	Year 5	4º ano do Ensino Fundamental
Prep 5	Year 6	5º ano do Ensino Fundamental
Form 1	Year 7	6º ano do Ensino Fundamental
Form 2	Year 8	7º ano do Ensino Fundamental



Form 3	Year 9	8º ano do Ensino Fundamental
Form 4	Year 10	9º ano do Ensino Fundamental
Form 5	Year 11	1ª série do Ensino Médio
Lower sixth	Year 12	2ª série do Ensino Médio
Upper sixth	Year 13	3ª série do Ensino Médio

## Key findings

**3.1 The quality of the pupils' learning and achievement is excellent.**

**3.2 The quality of the pupils' personal development is excellent.**

## Recommendations

3.3 In the context of the excellent outcomes, the school might wish to:

- Encourage a greater proportion of those pupils sitting public examinations to aspire to the highest grades by further developing the use of assessment data to set targets and by offering the more able consistent intellectual challenge.
- Enhance the engagement of all pupils in the prep school to promote their progress further by ensuring that teaching matches the excellent practice elsewhere in the school, including in implementing the school's behaviour policy.

## The quality of the pupils' learning and achievements

3.4 The quality of the pupils' learning and achievement is excellent.

3.5 Pupils of all ages have strong knowledge, skills and understanding in all areas of learning, and show consistent development between the start of pre-prep to the end of the upper sixth. Most pupils enter the school speaking Portuguese but little English. Pupils quickly develop from a mastery of spoken English as a second language early in the prep school, to being fully bilingual speakers as they enter the senior school. They are outstanding communicators in English: younger pupils talk with clarity and precision and senior school pupils speak with passion yet balance, using a rich and wide descriptive and technical vocabulary. They listen critically to others and are unafraid to disagree in discussion. This success is ensured because the leadership recognises that expertise in spoken English has a crucial impact on pupils' progress and therefore provides training in teaching EAL pupils. Hence the planning of most lessons sets a high expectation on an oral command of English, with excellent results.

3.6 Pupils show strong mathematical knowledge, are highly numerate, and agile and confident in using number. Pre-prep pupils explored in their counting the idea of negative numbers, and in the prep school they reliably interrelate addition, subtraction, division and times tables. By the time they reach the senior school pupils enjoy more challenging problems appropriate to their ability. Their oral explanations of solutions have a logical clarity that mirrors the approach of the teaching. In the same year group more mathematically able pupils confidently confronted challenging Venn diagram questions involving cube and triangular numbers, whilst others acquired confidence identifying common factors. In study for the IB, sixth-form pupils show excellent mathematical skills which they

securely apply, often including sophisticated numerical or graphical analysis as part of presentations in a range of subjects.

- 3.7 Pre-prep pupils quickly develop their writing skills, practising fine-motor skills and mark making, then progressing successfully to recognisable letters, words, sentences and punctuation. Pupils' writing in the prep school is mature and extended essays in the IB have a lucid style. Pre-prep pupils enjoy reading, often repeating sentences or passages to each other. Data provided by the school estimates pupils' reading ages at the end of the prep school to be slightly greater than their chronological age, despite almost all pupils reading still in their second language at this point in their education. Reading skills continue to progress quickly as pupils move through the school because teaching ensures that pupils' engagement is retained by appropriate choice of level and topic.
- 3.8 Pupils' awareness of human and social issues are exceptional. They have an extensive and exhaustive knowledge of international political and environmental issues, stimulated by the emphasis given to these areas in the curriculum. In the senior school, younger pupils argued cogently about the relative impact of Ghandi and Mandela on history and the consequences of deforestation. In discussion of the second world war, pupils showed informed knowledge of *Kristallnacht*, the invasion of Poland and the Dunkirk evacuation. Sixth-form pupils showed an exceptional insight into the push and pull factors in migration, contrasting their effect in the nineteenth-century Irish Famine with Venezuelan emigration and the move of people from Bahia to São Paulo. Pupils showed a clear understanding of natural monopolies in relation to companies in both the UK and Brazil. Pupils write and argue persuasively yet with balance, drawing on a rich bed of vocabulary which gives authority to their arguments, for example in questioning to what extent the depletion of natural resources affects global economic development.
- 3.9 The open learning environment in the pre-prep allows a scientific approach to take root. Pupils accurately learn about structure, or how solids and liquids behave. Prep pupils have a good understanding of a fair test, unflinchingly using correct terminology to describe different types of variable in a study of heat transfer or friction. In the senior school, pupils develop a critical understanding in science but that of the more able is sometimes stalled when teaching relies on very structured written tasks or unchallenging practical work.
- 3.10 Pupils develop critical creative skills. This is evident in the use of brushes to make colour flow in the pre-prep and in the work of IGCSE art pupils who drew on examples from Van Gogh and Cézanne to conclude that there can be no perfect depiction of water. In a computer pathways project, pupils creatively reflected on the value of loops in coding design. The high standards attained by sixth-form pupils in a range of media is reflected in the range of art exhibited throughout the campus. Some pupils develop an aesthetic appreciation through art lessons, although for others it is developed more overtly through enrichment activities in craft, design or calligraphy. In the pre-inspection questionnaires almost all parents identified the range of enrichment activities as a significant strength of the school.
- 3.11 Pupils use information and communication technology (ICT) to support their learning throughout the school. This benefits much from the leadership's strategic initiative to integrate ICT into learning at all ages which has resulted in its ubiquitous presence and seamless use. Pupils choose the most appropriate platform and show discernment in their choice of software. Pre-prep pupils explored the computer control of the *Metro* which they had designed. Prep pupils air-played their homework, showing appropriate skill for their age, and in the senior school the use of presentation software to illustrate pupils' arguments is wide spread and sophisticated.
- 3.12 In the pre-prep, pupils take time to think, wait while others think, work well together as a group and hence set the foundations for the later development of their study skills. Their excellent attitudes are rooted in the cohesive approach of teaching and assistant staff, whose strong understanding of the developmental stages of young children is enhanced by the training and professional development they receive in the area. Prep school pupils draw upon a variety of both electronic and physical

resources in order to develop their study skills to the good level that is seen in many lessons, although occasionally some lose focus. More able pupils exceed that by seizing the opportunity of the topic-based approach to teaching to analyse and synthesise across subject boundaries. Senior school pupils have strong analytical skills and the ability to synthesise and balance evidence. In an IGCSE lesson, pupils synthesised evidence expertly to develop lines of reasoning to support claims and counterclaims on issues such as gender equality, the impact of the internet on city structures, and the pursuit of a sustainable lifestyle in the modern world. In an IB lesson, pupils analysed the breadth of sustainable development goals critically and opined that they are powerless against high energy consuming countries. By this age pupils' questioning is incisive and draws on a well-informed perspective of South American and global tensions. In the questionnaires, a large majority of parents and pupils said that teaching enables pupils to make good progress and develop skills for the future. A small minority of pupils disagreed that most lessons are interesting and challenging. Inspection evidence shows that in many lessons data is used to plan to ensure all pupils are intellectually stimulated, but sometimes in the prep and senior school more able pupils become frustrated when the tasks set are inappropriate for their ability and skills.

- 3.13 Over the past three years pupils have achieved top grades in roughly half of their IGCSE examinations, and consistently higher than that in mathematics and modern foreign languages. About one in five pupils achieves top grades in all subjects. In the IB pupils achieve a consistent average of 33 to 36 points, well above the global mean of 30, which ensures that they are successful in achieving their chosen places at selective universities and colleges across America and Europe. The majority of pupils continue to speak Portuguese at home, and hence most subjects are taken in effectively their second language. Despite this almost all pupils are awarded a bilingual diploma, compared with around a fifth of pupils globally. Pupils in the pre-prep and prep schools, who are not entered for any public examinations, achieve good standards.
- 3.14 In discussion, pupils rarely related the school's aim for excellence to aspiration to the highest examination grades at either IGCSE or IB. Most regard public examinations as a conduit to the next stage of education rather than an objective in themselves. The school has only recently introduced systems to identify, using such performance data, how far individual pupils are achieving their academic potential, but one year's analysis suggest they are achieving at least in line with their ability in most subjects, and above expectations in some. The progress of pupils in the prep school is good, but limited for a few at times by poor lesson planning, and ineffective use of assistant staff and of the school's clear behaviour management strategies.
- 3.15 Pupils enjoy success in academic, sporting and other events. Older pupils have been awarded medals in both UK and Brazilian mathematics and science Olympiads. They enjoy success in investment and debating competitions and have earned accolades in Model United Nations conferences. Pupils compete at national level in several sports and the curriculum is adjusted for them. All pupils have benefited from the opening of new facilities for sport which ensure that team sports are engrained in the culture of the school. Pupils of all ages develop their talent in drama, displaying a confident presence on stage in assemblies and productions. The quality of singing is good, and in musical examinations a high proportion of pupils achieve distinctions; the school's new music rooms reflect the leadership's objective of growing musical participation. Over the past three years, a fast-increasing number of pupils have achieved gold awards in the Duke of Edinburgh's Award scheme.

## The quality of the pupils' personal development

### 3.16 The quality of the pupils' personal development is excellent.

- 3.17 Pupils throughout the school have extremely well-developed self-esteem and self-confidence for their age. Between entering the school and leaving the sixth form their growth in self-knowledge is rapid. As they move through the school pupils relate strongly to the school's 'golden rules', 'personal powers' and the 'code of honour', which provide a seamless and consistent framework to guide their personal development and choices. The large majority of parents who responded to the questionnaires said that the school promotes an environment which successfully supports their child's personal development. Pupils seize the opportunities of the open learning approach in the younger years, and the emphasis on research and debate in the senior school, to experiment with ideas. They become informed and, in line with the school's aims, well-rounded citizens of the future. The self-understanding of pre-prep pupils is evident in the thoughtful way they follow instruction, evaluate what they are doing, and persevere with their tasks. Adults encourage and suggest, but patiently allow pupils to find their own solutions. Prep school pupils present their work to parents at termly meetings, and in the senior school the increased use of ICT has enabled pupils to routinely evaluate their own and other's written work. Pupils are resilient, seeing criticism as a means to improve.
- 3.18 The school encourages pupils to make their own decisions in the context of strong academic and pastoral support. From an early age, pupils use inside and outside areas, developing skills in making decisions about accessing resources for construction, water or active play, or choosing with whom they play. Sixth-form pupils spoke with confidence about the extent to which the school has encouraged them to take on responsibility for their own success. They feel listened to, in control of their lives at school, aware of the potential consequences of their decisions but supported in making them. Several pupils said that they had gained confidence from being 'brave learners' and taking risks, perhaps in a presentation or discussion. Sixth-form pupils suggested that decisions about university or college motivate their underlying work ethic. Pupils of all ages recognise that the decisions made on the environment, energy and the economy at local and global levels will affect their own futures and take positive practical steps to raise awareness.
- 3.19 Younger pupils relate to opportunities for spiritual development. Self-reflection is encouraged, as is an appreciation of the wonders of the arts and natural world. Pupils said that they found the new learning resource centre to be a place where they could think as well as research. At IGCSE evidence of such awareness is less, due to missed opportunities to promote it, but this is rekindled in the IB years, notably in theory of knowledge (TOK) lessons, English and the creative arts. Here pupils' latent spiritual awareness appears in an appreciation of poetry or through the depth of emotion that can be created through their art. Pupils' art included an installation in the form of a large cube with pin holes so designed that, in pupils' words, 'when you sat inside you could have the effect of space and no limits to your world despite actually being in an enclosed area: a space to sit and wonder.' In TOK pupils intelligently discussed reality and uncertainty. However, such examples are not common across all subject areas. There are periods of calm in the school day, and pupils are thinkers, but not routinely about the intangible aspects of life.
- 3.20 Pupils have a very sharp understanding of the difference between right and wrong, and by the sixth form can articulate that morality has a spectrum of grey between the black and white, especially when discussing global issues. Pre-prep pupils understand boundaries and how their own behaviour affects others. They naturally share resources and show a level of empathy beyond that usual for their age. In some prep school classes, pupils lack self-discipline or do not accept responsibility for their own behaviour. Because occasionally implementation of the school's behavioural guidelines is not always effective, this can affect the progress of other pupils. Senior school pupils understand and respect systems of rules and law in a wide context. A pupil presentation to the *junior McCann* scholars' society displayed an exceptional and extensive awareness of morality against a social backdrop. It identified human rights as being seeded in the *Magna Carta*, *Habeas Corpus* and the English and the United States Bills of Rights, and claimed the strong influence of Locke and Rousseau in developing

moral codes. Another argued cogently for the need for universal human rights, both in principle and in the contemporary context of the closing of the Venezuelan-Brazilian border, proposing that present human rights are more complex than previously, and dealing with human survival in a social context.

- 3.21 Pupils are innately socially aware, keen to help, and naturally work with each other to solve problems from a young age. In the pre-prep, pupils react positively to the high expectations of responsibility. They are aware of their own needs, but although they frequently use 'bubble time' to ask for help, they are not possessive of adult time. Prep school pupils worked together effectively to produce multi-layered samba music using a variety of instruments. Prep and senior school pupils are astute about others' strengths and adjust roles and expectations accordingly in the pair and group work that is found in most lessons. The strong collective spirit evident during enrichment periods ensures that younger pupils feel valued and their talents respected, for example when presenting a striking photographic portfolio to the sixth form editors of the school magazine.
- 3.22 Pupils contribute passionately to the lives of others. An awareness of a community beyond school and home is planted in the pre-prep, where pupils are walked in the local street to visit shops or post letters. Prep school pupils support local charities and are avid members of the school's eco-group and school council, which they see as effective in introducing changes. The prep school digital leaders are respected experts in IT, successfully evangelising the use of mobile devices in lessons. The strong global perspective of senior pupils is realised through a wide range of activity in and out of school, many supporting younger pupils academically or pastorally. The school council is a forceful body where the needs of all pupils are openly addressed, and pupils provide momentum for the school's environmental initiatives. Pupils visit local hospices and other charities, and others have sustained their support for projects that benefit the less economically fortunate, the disabled and the sick locally, nationally, and abroad.
- 3.23 Pupils have a strong awareness of cultural diversity and its context in their own country. Pupils entering the pre-prep are made aware that they each come from a range of family backgrounds, and from these foundations grows a respect for and interest in other cultures. In discussions, pupils volunteered an awareness of their privilege and consequent responsibility. Much of the school's charitable and other community work organised by pupils focuses on those less privileged, and discussions in lessons recognise the broad economic and political demographic of South America. For example, in IB film studies pupils discussed how the films *City of God* and *Roma* had made them further question their life choices as more fortunate Brazilian citizens. Amongst senior pupils and parents there is strong support for the board's plans to offer scholarships to pupils from the city's *favelas*.
- 3.24 Pupils are aware of the importance of physical and mental fitness. They have a balanced outlook, as is evidenced by their approach to examinations. They quickly and unapologetically ask for support if anxious or worried. They eat healthily, enjoy sport for its own sake, and both genders at all ages enjoy regular exercise, both in and out of school. Pupils are well educated and well informed in response to the school's pastoral and personal, social and health education programme. A review of the area of mental health has resulted in the provision of a counselling service, which is used by pupils without stigma. Pupils are unafraid of risk yet are proportionately cognisant of the potential dangers they face both in and out of school.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work both in books and on-line. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended tutor and assemblies. Inspectors visited the facilities for sick and injured pupils, together with the learning support and learning resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other regulatory documentation made available by the school.

### Inspectors

Mr Stephen Cole	Reporting inspector
Mr Andrew Falconer	Team inspector (Head, IAPS school, UK)
Ms Heather Fulton	Team inspector (Head of pre-prep, IAPS school, UK)
Mr Andrew Gillespie	Team inspector (Director of studies, ISA school, UK)
Mr Timothy Kirk	Team inspector (Former deputy head, HMC school, UK)
Mr Eamonn Mullally	Team inspector (Director of education, HMC school, UK)
Mr Ian Storey	Team inspector (Deputy head, BSO school, Russian Federation)